The Global Teacher

Spring 2004, Issue no. 3

"Everyone has the right to an education."

# From the Big Lesson to the Big Lobby

## The Global Campaign for Education keeps up the pressure

On April 9, 2003 more than two million children and adults in over seventy countries came together to support the Global Campaign for Education's (GCE) "World's Biggest Ever Lesson." In classrooms, village centres, and capital cities all over the world, students took part in the same lesson that looked at why over 100 million children, particularly girls, are out of school, and how this will affect their future.

This year's Global Campaign's Action Week, April 19–25, will focus on pressuring politicians to provide more money and political leadership in support of education for all. To do this the GCE is organizing the **Big Lobby by children for children**. The lobby is a chance for millions of children to voice their right to a free, quality education and to ask politicians what they will do to make that right a reality.

*"The Guinness Book of Records declared last year's GCE event as the 'World's Largest Lesson' ever to be recorded. You are to be congratulated! Thank you for engaging your class in this wonderful initiative. Keep up the good work."*

*Terry Price, President of the Canadian Teachers' Federation*

Plans are well under way for the **April 20 National Lobby Day**. In many countries students will be visiting their national parliament or legislature to meet with political leaders to query them as to why so many children are denied an education. Many schools are also inviting politicians and other elected officials to visit on this day.

In preparation for the National Lobby, many school children in developing countries are being asked to create a "Missing Out in School Map." Here they will indicate on a map which households have children not attending school. The results will

*continued on page 2*

## Engaging our future citizens to care about their peers in developing countries is a solid step towards basic Education for All.

CTF and Oxfam Canada urge you to send a letter to your local MP on behalf of all the world's children, advocating "Education as a Basic Human Right". If you don't have time to draft a letter, CTF has provided you with one on their web site at <www.ctf-fce.ca>. Please take a few moments to print the letter, add your students' signatures and mail to your local MP.

Let us know of your campaign activities. The Canadian Teachers' Federation and Oxfam Canada will be happy to share Canadian stories with international partners. Simply logon to http://www.ctf-fce.ca/en/events/globalCampaign/default.htm to give us feedback on your activities or to see what your fellow teachers are doing.

We participated in the "Big Lobby by children for children" in or around the Global Action Week of the Global Campaign for Education.

- ❑ Sent a letter to our local MP or MPP on behalf of all the world's children advocating "Education as a Basic Human Right"
- ❑ Other contact with MP or MPP on the Campaign
- ❑ Used "Missing Out" school map as part of lesson plan
- ❑ Used other elements of Global Campaign "activity pack"
- ❑ Other .....

Name .....

School or Organization .....

Address or e-mail (optional) .....

*Big Lobby — continued from page 1*

often be very different from official enrolment statistics. The map, when completed, will be presented to politicians and officials.

The Global Campaign has also created an activity pack that can help Canadian school children find out why their peers in poorer countries don't get an education. As a follow-up action, the children are encouraged to send a letter to your Member of Parliament asking them to take action in support of education for all.

The Board of Directors of the Canadian Teachers' Federation, along with Oxfam, is planning to lobby your Government on behalf of the World's children on April 20th. What are you planning to do?

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To learn more about the Global Campaign for Education please visit http://www.campaignforeducation.org

To download your Global Action Week Planning kit visit http://www.campaignforeducation.org

# The State of The World's Children 2004

## Educating Girls Key to Development

*"We stand no chance of substantially reducing poverty, child mortality, HIV/AIDS and other diseases if we do not ensure that all girls and boys can exercise their right to a basic education. In daily life, knowledge makes the crucial difference."*

*Carol Bellamy, UNICEF's Executive Director*

Each year in December, UNICEF releases it's flagship document, **The State of The World's Children**. The focus of the 2004 report was girls' education as the key to global development.

If we hope to achieve the global goal of reducing poverty by 50% by 2015 then it is crucial we address the ongoing issue of gender discrimination in schools. Currently, at least 9 million more girls than boys are left out of school every year.

The report found that girls denied an education are more vulnerable to poverty, hunger, violence, abuse, exploitation and trafficking. They are more likely to die in childbirth and are at greater risk of disease, including HIV/AIDS. Conversely, the evidence shows an educated girl grows up to become a woman who is better able to care for her children and family.

Some of the barriers that keep girls from attending classes include: schools that are located too far from home, that lack clean water and separate toilet facilities, and schools where the threat of violence is ever-present in and around the schoolyard.

The report argues that education must be approached as a human right rather than a privilege or an expected outcome of economic progress. UNICEF challenges wealthy countries to meet their commitments to education in the developing world. They also call for increased funding, the elimination of school fees and the inclusion of education in all national plans for poverty reduction. As Carol Bellamy reminds us, "We don't need a revolution, we just need to take responsibility." Some teachers' organizations have taken on responsibility for leadership on girls' education in their country, with good results.

CTF is proud to be part of a made-in-Uganda project aimed at addressing the challenges faced by the girl child in that East African country. The Ugandan National Teachers' Union (UNATU) took the initiative of bringing together both government and non-government representatives to coordinate research and projects. The result not only increased the efficiency and effectiveness of efforts, but revealed gaps related to the role of teachers.

UNATU called on CTF to assist with methodology for training workshops that reach senior teachers. It has been found that head teachers often avoid steps to improve retention of girls in school, or protect them from physical and sexual abuse. They are unaware or unprepared, and do not act in the best interest of girls in their classes and schools.

Three teachers from Newfoundland, New Brunswick and Prince Edward Island have been coaching counterparts on tools and skills that support and encourage female students in positive ways. UNATU has taken the responsibility to educate their members and engage them in action on the rights of the girl child in Uganda

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*To view the report visit www.unicef.org*

## Good News

Since the first week of tuition-free schools in Kenya in January 2003, more than 1.3 million children have entered school for the first time, pushing national enrolment from 5.9 million to 7.2 million.

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*Source UNICEF*

# TEACHER$ or FUNDRAISER$?

- Reliance on private funding is changing the nature of public school$ everywhere.
- Across Canada, school board$ are seeking revenue$.
- The annual contribution of Canadian teacher$ nears $600 for book$ and supplie$.
- Parent fundraising ranges from $500 to $600,000 per year, for field trip$, sport$, art and band supplie$, computer software and library book$.
- School schemes run from selling advertising space on their rooftops to chocolate and bake sale$.
- Private companie$ vie for vending machine right$ and sponsorship$.
- Guidelines are becoming common, but disadvantaged areas have le$$ choice.
- Linking quality education to fundraising increases inequitie$ between school$ and depreciates services to student$.
- Wherever government$ avoid paying for quality education, school$ become tool$ of private interest.

In poor countries, children pay the cost$.

- School fee$ can keep poor children from public schools.
- Basic family need$ draw girls from school, especially when HIV/AIDS has taken adults.
- Lack of family resource$ often turn children into "fundraiser$" on the streets, in the factories, as child soldiers or through sex and drug trade remittances.

*Join the voices of teachers working for equitable access to quality, publicly funded education around the world.*

# Must Try Harder

The Global Teacher

For the one half of the world's population trying to survive on $2 a day or less, education has become an unaffordable privilege. That's why the commitment made in 2000 by the leaders of the 22 richest countries to provide the funding to get every child into school was so exciting. In November 2003, the Global Campaign for Education (GCE)* decided to give these countries a report card on their progress towards this goal over the past four years. Here's a sampling of how they ranked:

| Country | Grade | Ranking |
|---|---|---|
| Netherlands | A | 1st |
| Norway | B | 2nd |
| Sweden | B | 2nd |
| Luxembourg | C | 7th |
| Canada | C | 7th |
| Denmark | C | 7th |
| France | C | 9th |
| United Kingdom | D | 13th |
| United States | F | 20th |

When ranking the different countries the GCE looked at a) meeting the internationally recognized aid target, b) focusing on the poorest countries, and c) untying aid. Take this short quiz to see what you know about the politics of aid.

1. Only five countries (Denmark, Luxembourg, Netherlands, Norway and Sweden) meet the international aid target for aid contributions. Canada does not. We give .28% of our GDP as aid to Developing Countries. What percentage has the United Nations concluded that each rich country needs to provide to defeat world poverty, illiteracy and ill health?

   a) .3%  b) .5%  c) .7%

2. Tying Aid usually means that the donor country requires its aid money to be spent on products or personnel from the donor country. Rich countries do it because they want to benefit themselves. Switzerland, Norway and Ireland scored at the top of the class because they put no restrictions benefiting themselves on how aid money was spent. Which two countries scored at the bottom of the class because all of their aid is tied?

   a) Japan  b) Italy  c) the United States  d) New Zealand

In their report entitled **Must Try Harder**, the GCE noted that while a few countries such as the Netherlands do well, for most, the contrast between their rhetoric and the reality of their commitment is staggering. Their conclusion — We must try a lot harder!

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To view the report please visit **www.campaignforeducation.org**

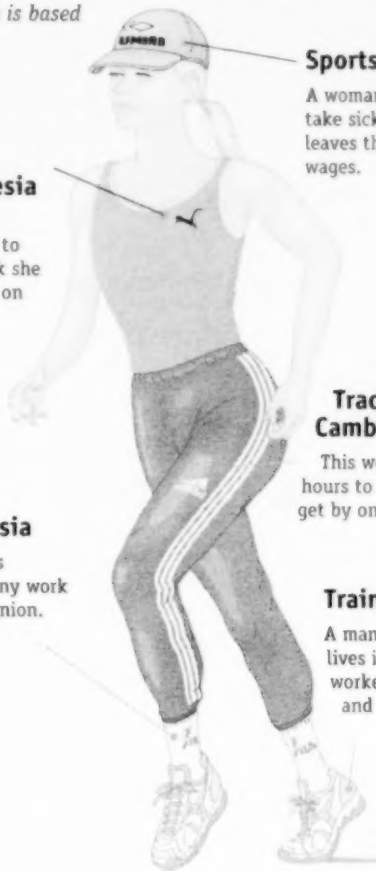
**Both the CTF and Oxfam are members of GCE.*

Answers: 1) c  2) c and d

# Sports outfit case study

Every item of sportswear we put on to go for a jog or a workout at the gym comes with a story attached. These are the stories of the workers at the end of the supply chain who are forced to work long hours on poverty pay, with no rights, because of the way the big sports companies do business.

*This is a composite story. Each of the stories is based on interviews with the workers in factories.*



### Sports cap – made in China

A woman who makes sports caps cannot take sick leave or family leave. If she leaves the factory she will lose a month's wages.

### Sports vest – made in Indonesia

A woman who makes sports tops is a temporary worker. Some weeks she has to work long hours and the following week she has no work. Her income is dependent on meeting a daily production target.

### Tracksuit bottoms – made in Cambodia

This worker has to work excessive overtime hours to earn $2 a day. She finds it difficult to get by on such a meager income.

### Socks – made in Indonesia

A man who makes sports socks is prevented from using the company work bus because he is active in the union. Factory managers have a hostile attitude towards unions.

### Trainers – made in China

A man who makes these trainers is a migrant who lives in factory accommodations. One hundred workers share six or seven water taps for showers and washing clothes.

# Play Fair At the Olympics

New Campaign Launched March 4, 2004

## Play Fair at the Olympics: Respect Sportswear Workers Rights

*"Sports are all about fair play. It's time we played fair with the workers who make our sportswear."*

*Canadian Olympian Bruce Kidd.*

Oxfam International, the Clean Clothes Campaign and Global Unions (including Education International) are targeting the International Olympic Committee (IOC) to demand improvement in labour conditions in the sportswear industry.

Away from the Olympic track in Greece this summer, a very different race is underway. Millions of workers, most of them women, are working at a break-neck pace for little reward to make the awaited sportswear. The high performance and high-fashion products are endorsed by famous sports personalities and competing Olympians and sold worldwide to consumers.

To learn more about the campaign and take action, visit www.fairolympics.org.